

# **ANTHROPOLOGY PROGRAM ASSESSMENT SUMMARY**

For Academic year 03/04

**October 2004**

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## **I. Anthropology Mission Statement**

Anthropology is a multi-cultural discipline that introduces students to ways of life from all parts of the world, compares principles of culture, and continuously assesses students' comprehension of human behavior. Therefore it is the mission of this program to present learning centered courses which: 1) prepare students for transfer (Core Curriculum Program), 2) meet the needs of the community for life-long learning, 3) explain diversity and strategies for tolerance in the world today.

## **II. Intended Learning Outcomes**

- A. Exhibit knowledge of cultural beliefs and behavior (ethnography).
- B. Compare cultural beliefs and behavior from diverse societies (ethnology).
- C. Apply knowledge gained to analysis of one's own beliefs and behaviors.

## **III. Benchmarks**

- A. 75% of students are expected to reach the "Good" level of the rubric.
- B. 50 % of students are expected to correctly answer 15 out of 20 multiple choice questions for the posttest.

## **IV. Assessment Results**

### **A. Historical Context**

There is no data from 01-02 academic year

In academic year 02-03 a cultural study paper was assessed.

The benchmark for success in this program was set at 75% of all students reaching the Accomplished level of the rubric.

The results were that at least 84% of the students were at the Accomplished level on the rubric, therefore the program achieved its benchmark of 75%.

It was determined that this assessment was too time consuming for both students and instructors, therefore for the 03-04 assessment methods have been changed.

## **B. Current Year Data Results**

**Essay:** A new essay form was used to assess learning outcomes A and B. This involved a 1 page in class essay. The students were given 20 minutes to complete this. The essays were then scored on a rubric. One full-time and one adjunct instructor scored these essays. We did a practice scoring of 6 essays first to determine consistency in grading.

### **Overall:**

A total of 57 students (all lecture sections of ANT101) were assessed with the essay. This was scored with a rubric containing 5 categories; each category being worth 20% of the total.

The benchmark for success in this program was set at 75% of all students reaching the "Good" level of the rubric.

1. **Topic** category: none of the students were at the Good level. The average score was 2.4/6.
2. **Use of Anthropological Terms** category: 10 students (18%) were at the Good level. The average score was 3.47/6.
3. **Knowledge of Cultural Beliefs and Behaviors** category: 18 students (33%) were at the Good level. The average score was 4.39/6.
4. **New Understanding of Culture** category: 27 students (48%) were at the Good level. The average score was 5.0/6.
5. **Organization, Grammar and Mechanics** category: 1 student (2%) was at the Good level. The average score as 2.7/6

The overall average score was 17.96/30 which did not reach the benchmark of 20/30.

**Pretest/Posttest:** Each student completed at pretest (n=77) and a posttest (n=61) that measured academic performance in the classroom. SPSS for Windows was used to compare pre-and posttest means. This test was meant to test Learning Outcomes A and C.

Pretest -A pretest was administered early in the Spring of '04, prior to course coverage of concepts related to the culture.

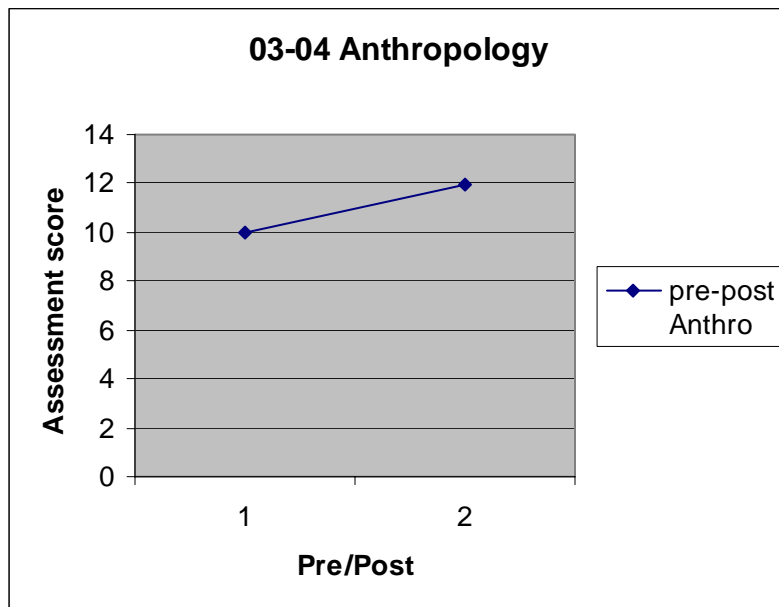
Posttest – The posttest was administered at the end of the semester.

A “T-Test” and “ANOVA” test were run as a Between Subject Analysis as we did not ask students to put their names on the tests.

Results for both of these statistical tests showed a significant improvement between the pre and posttest.

$t(1,59) = 16.348, p < .01$

$F(1,136) = 19.21, p < .01$



### C. Analysis

These results support the hypothesis that students' understanding of cultural concepts improves over time. Although there was significant improvement between the pre and posttest, the anthropology faculty have determined that the multiple choice questions need revision. Several of the questions were beyond what should be expected of a first semester Anthropology student.

The results of the essay were disappointing, but we believe that the problem lies in the rubric and in the instructions for the essay.

### Revisions

1. Clarify the essay question verbally
2. Increase the time to 25 minutes
3. Instruct the students to organize their thoughts and edit their work

4. Explain the criteria for scoring.
5. Revise the rubric (included in this document).

#### **D. Use of Results**

These results will be shared with all anthropology faculty (both full-time and adjunct), the division dean and the assessment committee.

It has been determined that there are two areas that need to be emphasized in the Anthropology curriculum.

1. Apply the anthropological concepts and terms more frequently in class examples and discussions.
2. Focus on the ethnocentrism concept.

Further discussions of these issues and recommendations will be visited at ANT department meetings.

## **PART II – Assessment Plan 04/05**

#### **A. Intended Outcomes**

Outcomes A and B have not been changed, however, outcome C now reads:

C. Express knowledge gained to analyze one's own beliefs and behaviors.

#### **B. Assessment Procedures/Methods**

1. To fulfill Intended Learning Outcomes A and C, a short (1 page) essay paper will be graded based on a rubric. This assessment is to be given towards the end of the semester during class.
2. To fulfill Intended Learning Outcomes A and B, a pre-test/post-test will be administered the first week of the semester and the last week of the semester. The pre-test/post-test will consist of be 20 multiple choice questions.
3. To fulfill Intended Learning Outcomes A, B and C, a subjective measurement of student learning, satisfaction and interest in a student questionnaire. The thought is that the student's comprehension and thinking abilities will improve after receiving instruction and that the students' perception of acquired learning at semester's end is positive. This questionnaire will be completed near the end of the semester. Students will be asked to evaluate their perceived level of learning, their satisfaction, their perceived ability to apply

concepts, and their general level of interest in those concepts.

### **C. Benchmarks**

1. 75% of students are expected to reach the “Good” level of the rubric for assessment #1. This translates to a score of 20 or better.
2. SPSS for Windows will be used to compare pre and posttest means of student performance. The present study will employ a repeated-measures design, and a statistically significant improvement of ( $p < .05$ ) in student performance is predicted.
3. 80% of students are expected to score “good experience” or better on all subjective evaluations of intended outcomes measured by the questionnaire.

## **ANTHROPOLOGY PROGRAM ASSESSMENT ESSAY**

Answer the following question on this paper. You have 25 minutes.

**Choose one of the cultures you have studied in this course. Explain how your non-ethnocentric, anthropological perspective has resulted in a new understanding of that culture that you did not have before.**

**ANTHROPOLOGY PROGRAM ASSESSMENT  
SHORT ESSAY RUBRIC (03-04)**

	Poor (2)	Fair (2)	Good (2)	score
<b>TOPIC</b>	Topic inappropriate	Topic appropriate with some tangents	Topic completely appropriate	
<b>USE OF ANTHROPOLOGICAL TERMS</b>	none or only those presented in essay question	a few basic terms used	many and varied terms used	
<b>KNOWLEDGE OF CULTURAL BELIEFS AND BEHAVIORS</b>  (eg: clothes, food, language, kinship, religion)	lack of understanding of cultural traits	hazy understanding of cultural traits	clear understanding of cultural traits	
<b>NEW UNDERSTANDING OF CULTURE</b>	no indication of non-ethnocentric understanding	unclear understanding of ethnocentric concept	ideas indicate non-ethnocentric understanding of culture discussed	
<b>ORGANIZATION, GRAMMAR &amp; MECHANICS</b>	Difficult to follow and significant errors	Can grasp some logic of ideas but with some errors	Information presented in logical sequence with few errors	

**Lori Tigner and Jan Morrison July 2004**

**ANTHROPOLOGY PROGRAM ASSESSMENT  
SHORT ESSAY RUBIC – Revised for 04-05**

	Poor (2)	Fair (2)	Good (2)	score
<b>TOPIC and ORGANIZATION</b>	Topic unfocused around the question	Topic somewhat focused, with tangents	Topic completely focused on question	
<b>USE OF ANTHROPOLOGICAL TERMS</b> (eg: ethnocentrism, status, relativism, values, beliefs, behaviors, indigenous, etc)	none or only those presented in essay question	a few basic terms used	many and varied terms used	
<b>KNOWLEDGE OF CULTURAL BELIEFS AND BEHAVIORS</b>  (eg: subsistence, language, kinship, religion, family, technology, economics, politics, etc)	lack of understanding of cultural traits	general understanding of cultural traits	specific understanding of cultural traits	
<b>NEW UNDERSTANDING OF CULTURE</b>	no indication of non-ethnocentric understanding	unclear understanding of ethnocentric concept	ideas indicate non-ethnocentric understanding of culture discussed	
<b>GRAMMER &amp; MECHANICS</b>	Difficult to follow / significant errors	Can grasp some ideas but some errors interfer	Clear and articulate with few errors	

Lori Tigner and Jan Morrison October 2004